MI·Map

Getting started with MI-Map is as easy as 1, 2, 3

1 **Familiarize yourself with the structure shared in all of the packets.**

The inside cover of this introduction shows common elements for quick browsing of any packet.

2 **Check out the large clusters of packets.**

The index on this page lists major sections. Individual pages inserted in this wrapper give you more detail about how they fit into the MI-Map journey. Individual packets are listed for each section.

3 **Gather as a building staff and play the Mi-Map game.**

On the back cover of this introduction, we've outlined a game-like exercise to help you and your staff prioritize MI-Map packets to address your own particular needs and intentions. In teams, participants reflect about self-descriptive statements about your school. The patterns they uncover will suggest which MI-Map packets could support your efforts most powerfully.

MI·Map Index

1. Organizing Administrative Systems
2. Holding a Shared Vision
3. Tending to Spirit/Culture
4. Moving Decisively Toward Data
5. Designing and Delivering Instruction
6. Aligning Curriculum
7. Learning as a Professional Community
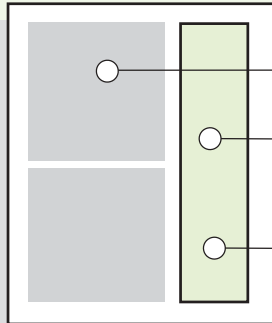8. Sharing Decision Making
9. Using Technology
10. Your Stuff

Welcome to MI-Map!

Q: How do these "packets" work?

A: Each "wrapper" has the same sections, so you can find your way around any topic.
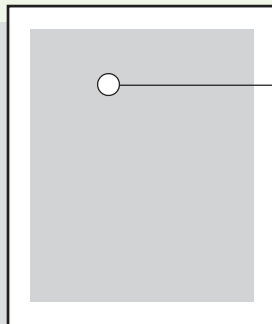
Front Page

Should I pick up this packet?

Rationale: Why schools consider taking on the packet's work.

Time/Cost Considerations: Things to think about before jumping in.

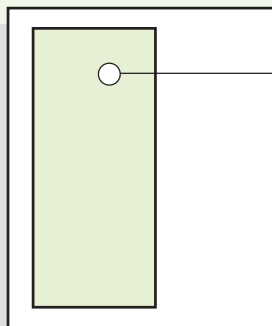**Results:** What you'll have at the end of the process inside.

Second Page

What exactly do I do?

Step by Step Instructions: These give a *process* to get you to the results you want. Circled numbers come with "inserts" that provide materials to copy, use or adopt for that step. Inserts are MS-Word or Excel files available on disk or web for customizing.
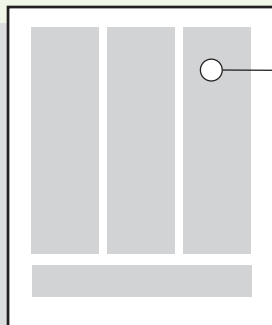
Third Page

But I have 30 other things to do!

Crosswalks to major initiatives: This area provides information linking this process/work to major initiatives in your school life. These connections show how doing this one thing fits with the No Child Left Behind Act, MI-Plan and Education-Yes.

Back Page

Okay, now what?

Resources: This page provides resources for the next steps if this basic process gets your juices flowing.

Mi-Map

Order form

Qty	Item#	Description	Price	Amount
	MP1	**Full Printed MI-Map System w/CD-Rom**	$90.00	
	MP2	**Full Printed MI-Map System w/o CD-Rom**	$80.00	
	MP3	**MI-Map CD-Rom only**	$11.50	

(Prices include shipping.)

Subtotal		
*add sales tax 6%		
Total		

Enclose purchase order, check, money order or credit card authorization for the amount above.

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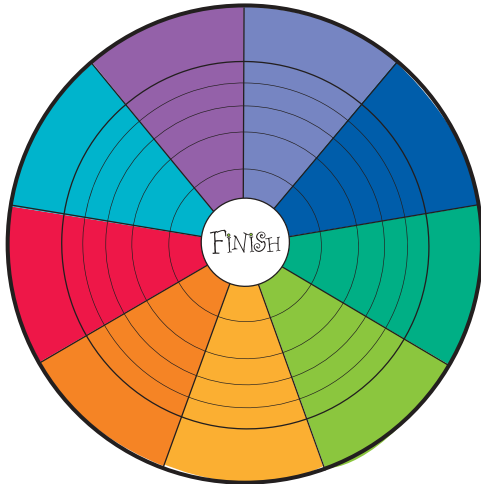
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Office of School Improvement

www.michigan.gov/mimap

MI·Map
Board Game

Q: What is a good way to get started?
A: Get a group of faculty members together and play the MI-Map game. It's fun and easy!

Materials:
(3) Game boards: one board for each team of nine people.

(3) Sets of nine markers: one for each person on the team (use a cardboard circle or some other small object).

(3) Sets of color coded-cards: one set per team

(1) Packet of game sheets: We've included a master for copying and cutting apart.

Directions
Pre-game

Three teams can play this game using one set of materials per team (during a staff meeting or retreat).

1 All nine players choose different color. Each one serves as the player for that color-coded section, and receives all cards of that color.

2 Each player randomly selects no more than 5 cards from the color-coded section to play the game. The rest of the cards are put away for future play.

3 Each player receives 1 color-coded marker which is placed on the first section of that color on the game board and 1 game sheet for recording and placing his/her cards.

During the game

1 Determine order of play by rotating clockwise.

2 Each player takes on the responsibility of reading a card, and moving the marker for the color-coded section. When the card is read aloud, a discussion occurs to determine the level at which the school has achieved for that particular description.

3 The card is then recorded and placed on the player's game sheet in the appropriate box. This will serve as documentation for the school improvement team.

4 If the statement is fully implemented in the school, the player will move the marker one space toward the center of the game board. If not, then the marker does not move.

5 If the players reach the center of the color-coded sections, the school is an EFFECTIVE SCHOOL.

After the game

1 If the players did not reach the center for any color-coded section, the group should go to MI-Map and review the materials for that section.

Optional:

2 At the end of the game, collect the game sheets and share the results with the entire staff. Refer to them in future discussions of school improvement.

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Organizing Administrative Systems
Packing for the Trip

We subtitled this section "Packing for The Trip" because it's about getting everything ready for your school improvement journey— things probably best undertaken in those August days before you launch yourselves toward another year. But we could as well have called it "Highway Construction" or "Building Dams and Dredging Waterways" because it's also about setting up the infrastructure within which all the system's participants will operate as they work on all the other processes. If these systems are working well, they're almost invisible: water just flows downhill and we never know the Army Corps of Engineers has graded the slope. Or "express traffic" just peels off into a center lane, and we hardly notice why lane space opened up around us. But talk to anyone who's worked where administrative systems aren't smoothly established, and you'll hear how any piece of work quadruples when you're not sure of the infrastructure beneath it.

Getting organized—having agreed-upon habits of communication and planning—is largely a leadership responsibility. But smart leaders don't hole up and design these systems alone. Because everyone's stake in these systems is so high, people have lots of ideas and expectations. So setting up infrastructure is a place where consulting carefully and accommodating as many ideas as possible will win gratitude and respect. See Section 8 (Sharing Decision Making) for ideas about how to set up teams with clear "charges" and boundaries. Then invite them to work through these processes to improve your infrastructure systems on behalf of their colleagues.

Good luck! Have fun packing thoughtfully for your trip!

We're on our way!

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Holding a Shared Vision Steady
The Principal's Compass

So now that we're packed, where shall we go? Paris? The Amazon? A cozy cabin on a lake with loons? Aunt Maggie's for the holidays? It makes a difference, you see. Where we think we're going sets the mood and sustains us when there's construction delay en route. It also guides our choices.

To work well, a vision must be:

- SHORT (maybe even catchy) enough to remember all the time,

- STRETCHING (in ways that feed our soul and seem worth giving our lives to)

- SPECIFIC enough to steer by (It would lead you to say "yes" to some things and "no" to others.)

The cluster of packets in this tab is designed to help the leadership of a school articulate and then be wise and clever about following up on the "few simple rules" that underlie your chosen destination.

A vision worth working toward makes all the difference.

Where shall we go?

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Section 3

Tending to Spirit/Culture
Tunes on the Radio

When you ease your shiny, new wheels (or your wheezing, ancient junker) out onto the highway and see that stretch of road open up before you, what do you hear? Is Etta James or Marcia Ball moaning the blues? Or is someone punching out the upbeat, contagious rhythms of "Anything Goes!" or "We Are Family!" And when someone steps into your school, what's the "music" they sense in the hallways? In the classroom? In the lunchroom? In the office? In the teachers' lounge?

Researchers like those we cite in this cluster of packets point to genuine (perhaps causal) connections between the spirit of a place and the substantive achievement that takes place there.

For one thing, kids who feel cared about bloom. "My teacher cares about me" is still the best predictor of student achievement. And a school that succeeds in surrounding an "at-risk" child with a spirit of caring and hope gives him/her the best possible chance to rise to a personal best.

For another, demonstrably different things become possible when students want to come to school and educators want to come to work. The hard, sustained, creative work of changing an institution like a school is very unlikely to happen from isolated individual efforts, no matter how heroic. But an active, self-aware "learning community" nurturing its own adult-adult relationships and taking collective pride in what they are able to build together is capable of accomplishing things otherwise impossible.

And if there IS that sense of being part of a meaningful learning community, well, the Sister Sledge had it right: "We are Family!"

***Build for yourselves the culture you want to be part of!***

What's on your radio?

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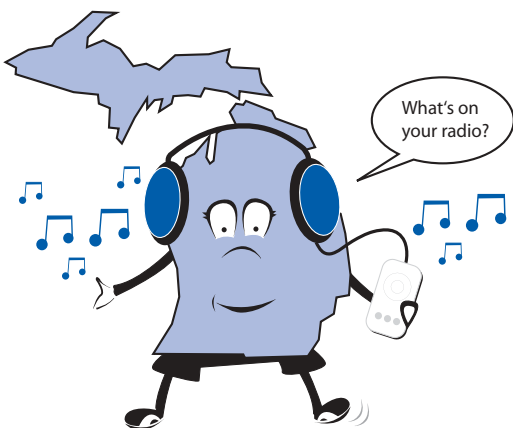
Section 4

Moving Decisively Toward Data
Eye on the Dashboard

Most of us wouldn't move a vehicle very far if our dashboard gauges were on the fritz. We wouldn't know our speed, how much gas we had left, or whether our engine was overheating. But as educators, we've driven for years without data gauges… cruising blind on untested assumptions. It's not that our judgment is bad—we're professionals with hands-on experience and accumulated instincts and wisdom, and lots of times our assumptions are right on the money and empirically verifiable. But sometimes "common wisdom" runs right through counter-intuitive facts, and steers us down familiar dead-end alleys just because we've always "assumed it this way." And we'll never know which assumptions to trust if we don't light up our dashboard with a continuous flow of information we can steer by.

This cluster of packets encourages you to begin looking for data that is *school-wide but classroom-accessible and relevant*. Then build systems that pass the information along from year-to-year and teacher-to-teacher so individual student's progress can be followed. This allows us to assess our own teaching-and-learning systems for their effectiveness in moving *all* learners toward the goal.

Start by finding data you trust. Then steer by it.

Well, now that's interesting!

A B C

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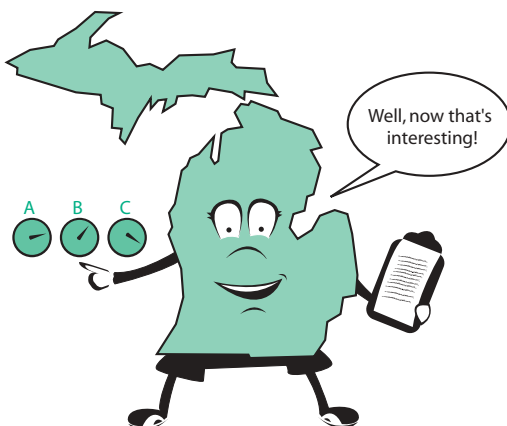
Section 5

Designing and Delivering Instruction
Steering Instruction

Folks, pull on your driving goggles and start your engines! With all the preparation under our seatbelts, it's time for the artists/ professionals among us to take the wheel…to do what we've been called to do: to bend down low, look into the eyes of a child and find the invitation that calls out a desire to learn. This is what it's all about.

We've identified six stages to skillful instructional design and delivery, and there's a MI-Map packet for individual teachers or grade-level or subject-matter teams who want to focus down and get better at any one of the stages.

5:1 Know Myself

5:2 Know My Kids

5:3 Know My Goals

5:4 Know My Options

5:5 Putting it all together

5:6 Learning from Assessment

Deepen your conversations about teaching and learning!

Let's Learn!

welcome class!

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Aligning Curriculum
The Destination

It's true that the subject of increasingly detailed statewide curriculum —first standards, then ranges of "benchmarks" and now pages of Grade Level Content Expectations—has been known to make an educator or two tense up, but that's not because we don't care.

No, what we worry about is that one size will be forced to fit all; that we'll lose individual kids' needs and pace in our efforts to standardize. This cluster of packets is designed to help catalyze the teacher-to-teacher conversations that ensure that won't happen.

Michigan's newly-developed Grade Level Content Expectations (GLCE) are specific enough to allow a "handshake," for instance, between second and third-grade teaching teams: "When kids come to third grade, we'll be able to tell you specifically how they stand on THESE skills." The GLCE also allow student acheivement to be tracked by EXPECTATION and handed to next year's teacher as part of the conversation. To help, MI-Map includes Excel spreadsheets ready made for K-8 Math and ELA GLCE.

Start with the end in in mind.

Now THIS is where we meant to end up!

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Section 7

Learning with Fellow Professionals
Drivers' Education

It never seems like there's time for teachers to learn… weeks and even months flash by like billboards, and it's all we can do to steer around the hairpin curves sometimes. The thought of trying to change a tire on this moving vehicle, map out a new route or practice a different down-shifting technique is crazy-making. Perhaps that's why we educators let ourselves settle for so long for the "sit and get" variety of professional development whose most memorable element may have been grading papers in the back of the room while speakers droned on.

This cluster of packets is a starter-set of tools Michigan's High Priority schools have found useful in the project of taking charge of our own learning. We're sure that you're inventing other learning designs as well—book groups, project-based learning, action research, and peer coaching. We hope that as you find the ones that seem most powerful to you, you'll contribute to MI-Map's expanding collection of professional learning processes.

Shape your own learning agenda.

I was wondering, what does research say about…

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Sharing Decision-making
Let's Caravan

Like most large-scale human endeavors, steering through educational change is less like air traffic controllers guiding a 747… and more like swooping, zooming, frenetic rush-hour traffic: horns honking, lanes changing, fleeting windows of opportunity opening and closing and construction crews blocking off lanes.

A school staff serious about taking on the shared project of improving its student achievement needs to develop a few basic skills in staying together through the traffic.

These MI-Map packets outline practical steps toward coming to shared judgment about things we don't always agree on. They involve common-sense steps like making sure people are clear about the tasks they undertake… taking time to build relationships before jumping into decision-making… preparing in a disciplined way meeting time… and setting up tracking systems for shared implementation of an agreed-to-plan. They're hardly rocket science, But they add up to a "whole" that is capable of being bigger than its parts…a team that can tackle any of the other tasks a school might need to accomplish.

Together we can do amazing things.

Let's stick together!

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Using Technology
Tuning the Engine Till It Hums

One doesn't have to be a techno-geek to have a need to know your way around the buttons and levers built into your car. Setting the cruise contol, turning up the air conditioning, balancing the front/back speakers or even setting the clock may require a consult with the manual, these days.

MI-Map authors identified some of the common tasks schools need repeatedly, and outlined click-by-click directions to lead a first-time user through producing useful documents. These packets build on the capabilities in Microsoft Office software and web-based assessment technologies, though they certainly stop short of being a generalized introduction to the software. Instead, they point to the development of specific school-relevant tasks and to what school people can do to enhance communication about the work they're doing.

Let's get this engine humming!